



Division of Building Safety

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T-M-T Ten-Minute Tabletop IOS3 Scenario Based Training Series

A tabletop exercise simulates an emergency situation in a low stress environment. Participants discuss the scenarios presented and general problems and procedures in the context of response to a specific emergency incident. The focus is on the roles of individuals and departments, protocols, procedures or responsibilities.

All scenario incidents used in this training program are based on actual events that have occurred in Idaho schools. Included are the actual outcome and the After Action findings.

The purpose is threefold:

- First, to increase awareness and develop an if-then mindset for school staff, building level and district level administrators.
- Second is to determine if current district and building policy, procedure and practice is adequate to the incident in the exercise.
- Last is to facilitate the updating of District and school policy and procedure for the types of incidents that may occur in Idaho Schools.

The entire process is designed to be completed in 10 to 15 minutes during and as a part of a faculty or administrative meeting.

To be most effective a review of your response should be completed as a part of the process. Following is a list of the types of questions that should be used to review your response:

- Is the response adequate to the magnitude of the incident?
- Does the response fall within your current policy and procedure?
 - If not should policy or procedure be changed?
 - If so, who is responsible for the change?
 - What is the time line?
- Is the developed response capable of translation to operational reality. (can you do what you say)?
- Is any individual, agency, or resource tasked as a part of the response aware of their role, trained to act and available?
 - Do you have a current MOU?
- Was communication adequate to the needs of the response?
 - Can you assure that everyone who needed to know notified as a part of the response?
- Are there Public Relations concerns in the scenario?
 - Are they adequately addressed in your response?
- Can an operational change be made to mitigate or prevent a future occurrence of this type of incident?
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Be aware your answers to these questions will drive the improvement process for your Emergency Operations Plans.

Brad Little
Governor

Ron Whitney
Administrator

Mike Munger
Manager

T-M-T Scenario #10 Student Anaphylaxis

Season: Late spring
Day: Tuesday
Time: 11:46 P.M.
Weather: Warm & Sunny
Temperature: 73 degrees
School type: k-5 elementary

You involved in lunch supervision in and near the cafeteria. 4th and 5th graders are on the playground having finished eating and 3rd graders are finishing eating with 2nd grade moving to the lunchroom to begin their lunch. A frantic 5th grader approaches you and is incoherent about an incident in progress on the playground.

What steps do you take?

Arriving at the playground, with difficulty you identify all three of the playground duty staff in a huddle on the far end of the grass area of your playground. As you approach you note a 5th grader on the ground and observe a swollen face and hands, blotchy red coloring and respiratory distress. What steps do you take?

Outcome

The fifth grade student tells the principal that there is no one in the office and the duty aide needs help on the playground. The student is not clear as to the issue. The principal asks a passing teacher to watch the lunchroom and leaves to the playground. Once reaching the playground it takes some time to locate the duty personnel on the grounds. They are not easily identifiable among the students on the playground. Once located the principal joins the group approximately 150 yards from the building. The duty staff indicates that they have just made a 911 call, the student has been down and in increasing distress for approximately seven (7) minutes. The younger sibling of the affected student approaches the group and tell everyone that the child is allergic to bee sting and should have a "pen thing". Two (2) more minutes pass and the principal sends a staff member to the office to retrieve the epi-pen. Approximately five (5) minutes elapse before the staff member returns with the epi-pen. No one is trained to administer the epi-pen and approximately another minute passes. EMS arrives on the scene and a para-med administers the epi-pen. The student is transported to the hospital. The principal calls to notify parents and gets no answer. They then notify the emergency contact in the S.I.S.

Parents contact the school the following day and are deeply concerned over the time taken to respond to the incident. Total time from the incident to the use of the epi-pen Approximately fifteen (15) minutes.

After Action Review

The AAR in this case determined that all of the following factors contributed to unsatisfactory performance in the incident.

- An unacceptable amount of elapsed time between incident onset and response by someone in the school.
 - Communications were inadequate.
 - Cell phones were used and answering system picked up in the office when called repeatedly.
 - The lack of office staff availability when the student tried to report the incident.
- First aid training (Epi-pin use) was lacking
- No access to an Epi-pen on the playground
- Student supervision staff lack visibility
- No notification to student supervision staff of an at risk student

Policy is changed to provide for consistent office staffing. A one to many radio communications plan is developed and implemented to assure communication between the office and playground. First aid training is both required for initial hire of student supervision staff and provided as ongoing professional development. Students with special health needs are identified and access from the playground to appropriate medical equipment is provided for. All staff engaged in student supervision are required by policy to wear easily identifiable, high visibility clothing for ease of identification.